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ABSTRACT

This four-section guidebook contains information and tools that will help Texas teachers implement the Independent Study in Home Economics Education course, along with examples and ideas that may be springboards for topics and strategies for student projects. The first section contains an introduction and the Texas legislation that permits the independent study course, which is intended to provide opportunities for high school seniors who have completed at least three courses in a home economics sequence to concentrate their study in an area of interest that will benefit them as they mature and fulfill multiple adult roles. The second section provides more information about independent study, with notes to teachers, students, and parents and a teacher course planning guide. The third section delineates the 10 Texas Essential Knowledge and Skills Student Expectations for the course, which include the following: (1) select a project; (2) collaborate with an interdisciplinary team; (3) conduct the independent study project; (4) apply the scientific method; (5) use effective resource management; (6) apply statistical concepts; (7) compile findings; (8) use communication and interpersonal skills; (9) demonstrate professional conduct; and (10) use resources, technology, and reporting formats. Twelve appendixes provide student information and guidelines, a worksheet, a project calendar, and sample meeting agendas, proposals, reference formats, organizational methods, presentation strategies, progress reports, performance reviews, and student evaluations. (KC)

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Independent Study in Home Economics

Teacher's Instructional Guide

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INDEPENDENT STUDY IN HOME ECONOMICS EDUCATION

TEACHER'S INSTRUCTIONAL GUIDE

Developed and disseminated by:

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(2) operation of school bus routes or runs on a nonsegregated basis;

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Introduction

Independent Study in Home Economics Education

Course Description

Grade Placement: 12 Credit: 1/2-1

Prerequisites: Completion of at least three courses in a home economics coherent sequence

This course provides for a school-based independent study project developed by the student and conducted under the supervision of the teacher and a mentor from an industry related to the project focus. The project provides opportunities for the student to apply multiple skills to plan and conduct research in home economics including application of the scientific method of investigation, data collection, and data analysis. The project is presented to a review panel that includes professionals in the field of project focus. The student's ability to utilize a variety of resources, technologies, reporting formats, interpersonal skills, and communication skills should be demonstrated in the development and presentation of the project.

Facilities, Equipment, and Resources

The independent study projects and the instructional delivery method and strategies selected for this home economics course will determine equipment and facilities needs. Utilization of a rich variety of up-to-date career preparation resources and multi-media technologies, including computers, software, and the information super highway, is critical for enriched instructional effectiveness, relevance, and retention.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the respective courses. The student enrolled in independent study should be encouraged to be actively involved with chapter activities. Chapter activities could be designed to accommodate students' independent study projects.

Sample Schedule

The logistics for how this course is implemented will vary according to local school district policies and procedures. Some ***sample*** options are illustrated below.

- An entire class could be designated specifically for the Independent Study course.

- A student could be enrolled in the Independent Study course and assigned to a concurrent class if the course, class size, and other circumstances allow appropriate instruc-

tional accommodations. For example, a teacher assigned to teach Interior Design and Independent Study during the same class period might alternate individual and group instruction and activities between the Interior Design students and the Independent Study student.

Students electing to enroll in the Independent Study course should have completed a coherent sequence of at least three home economics courses, be highly motivated, have an acceptable academic standing and attendance record, and exhibit a sincere interest in a home economics career concentration.

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter J. Research, High School

Statutory Authority: The provisions of this Subchapter J issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.91. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Research, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.91 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.92. Independent Study in Home Economics Education (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grade 12. The prerequisite for this course is completion of at least three courses in a home economics coherent sequence.

(b) Introduction. Home economics education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

(c) Knowledge and skills.

(1) **Research design and development.** The student applies multidisciplinary skills to plan and conduct research in home economics.

The student is expected to:

(A) select an independent study project consisting of a school-based learning activity that provides an in-depth study related to the home economics career concentration;

(B) collaborate with an interdisciplinary team to develop specifications for the selected independent study project;

(C) conduct the independent study project under the supervision of the teacher and a related industry mentor;

(D) apply the scientific method of investigation;

(E) utilize effective resource management to access, collect, and process data relevant to the independent study project;

(F) apply statistical concepts to analyze data, evaluate results, and draw conclusions; and

(G) compile findings in a coherent and organized manner.

(2) **Research design and development.** The student demonstrates effective communication and interpersonal skills in conducting and reporting the independent study project.

The student is expected to:

(A) utilize communication and interpersonal skills to accomplish project goals;

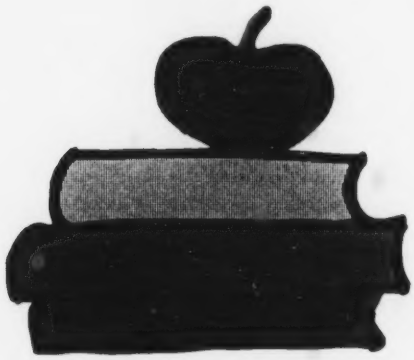
(B) demonstrate professional conduct in completing all aspects of the independent study project; and

(C) utilize a variety of resources, technology, and reporting formats (such as written, visual, graphical, and oral presentation) to communicate the independent study project to a review panel to include professionals in the field of project focus.

Source: The provisions of this §122.92 adopted to be effective September 1, 1998, 22 TexReg 5031.

The Independent Study Project

To the Teacher



The Independent Study in Home Economics Education course was designed to provide opportunities for twelfth grade students who have completed at least three courses in a home economics coherent sequence to concentrate their study in an area of interest that will benefit them as they mature and fulfill multiple adult roles. Some preliminary preparation on the part of the teacher is required including researching references and resources, securing the support of school administrators, and soliciting participation from teachers and business and industry representatives in the community who may be selected to serve as mentors or as members of the interdisciplinary team.

Teachers should guide students in selecting independent study projects that best meet their needs, interests, individual differences, and capabilities. The rigorous nature of the independent study project, which includes investigative research, adherence to appropriate research processes, and timely accomplishment of project goals, requires direct teacher instruction and supervision. The involvement of the student's mentor and interdisciplinary team further enhance the learning experience and provide a unique approach to this advanced level of instruction. Prior to enrolling students in the Independent Study course, teachers should communicate clearly the guidelines and requirements for course completion to both prospective students and parents.

The independent study project has been designed to qualify as an "original research/project" for students wishing to complete a *Distinguished Achievement Program*. This advanced level high school program is described in section §74.13 of the Texas Administrative Code. The academic counselor in your school can give you further details regarding the full requirements of the *Distinguished Achievement Program*. All students, regardless of which high school graduation program they are pursuing, are eligible to take the Independent Study course.

The Independent Study course was designed to be offered for 1/2-1 credit. It is expected that students enrolling for one credit (a full year) would complete two independent study projects. This

would be especially beneficial to students who wish to pursue further investigation in the field of study related to their initial independent study project.

This guidebook contains information and tools which will help you in implementing the Independent Study in Home Economics Education course into your local home economics program. Due to the nature of the independent study course, which allows the student and teacher to select an area of interest for the student to pursue, the suggestions provided in the following sections serve to provide teachers with examples and ideas which may be springboards for topics and strategies for student projects. The appendices also provide examples of tools that may be helpful in implementing the Independent Study course. It is important to note that the Texas Essential Knowledge and Skills (TEKS) for the Independent Study in Home Economics Education course are not necessarily sequential; therefore, teachers should review this instructional guide in its entirety noting that the TEKS are interrelated and that this interrelationship should be reflected in classroom instruction.

In light of good teaching practice and the intent of meeting requirements of the *Distinguished Achievement Program*, this document suggests a way of conducting and managing the course. It is with this assumption that the tools and procedures have been recommended. If school districts choose to deviate from what has been laid out, a number of tools and procedures that are recommended in this instructional guide will be affected. Everything in this document, with the exception of the Texas Essential Knowledge and Skills, are suggestions for how the course might be taught. It is intended that these sample tools will be customized to meet local district guidelines and policies.

Teacher Course Planning Guide

Prior to the beginning of the semester . . . . .

- Develop a tentative pool of mentors and interdisciplinary team members for each content specialization. Visit with school staff members about serving on an interdisciplinary team.
- Compile *Project Idea Kit* for each student.
- Compile a sample three-ring binder with tab dividers and index cards.
- Use the school calendar and *Independent Study Project Calendar* to coordinate due dates.
- Visit with the school librarian about the availability of potential resources for students enrolled in the Independent Study course.
- Compile a list of resources that would be helpful in the students' research (e.g., library resources, publications from public and private agencies and organizations, websites). If possible, identify where these resources can be located.
- Secure some of the suggested resources cited in the References section of the *Independent Study in Home Economics Education Teacher's Instructional Guide* for classroom use.
- Make copies of handouts to distribute to students at the appropriate time (see Appendices).
- Verify that all students enrolled meet the course requirements.

During the semester . . . . .

- Discuss with students the guidelines and procedures for the Independent Study course, walking students through the project from start to finish.
- Schedule conferences with students every two weeks to report progress. If it is appropriate, the mentors may be invited as well. Have students bring a completed *Progress Report* form to each conference.
- Work with students on selecting their mentor and interdisciplinary team members.
- Be sure that students have a clear understanding of the importance of following the calendar and completing the tasks required at each progress checkpoint.
- Provide feedback to the student in a timely fashion. The *Independent Study Project Calendar,* as defined locally, must be closely adhered to so that the student stays on task and meets project deadlines.
- As the teacher, you may have questions regarding the research process, statistical concepts, etc. Mathematics, science, and other teachers, as well as interdisciplinary team members, may be able to assist you.

At the end of the semester . . . . .

- Have students complete the *Independent Study Student Evaluation* and have them bring it to the post-project conference.
- Provide members of the review panel with a copy of the *Independent Study Project Student Performance Review* or a similar instrument approved by the local district. Members should complete the form and return it to you.
- Schedule a post-project conference with each student. If it is appropriate, invite the student's mentor.
- Prior to the post-project conference, secure the completed *Independent Study Project Student Performance Review* form from each of the review panel members.
- File required documents (*Independent Study Student Evaluation, Independent Study Project Student Performance Review* forms, written report, etc.) for each student.

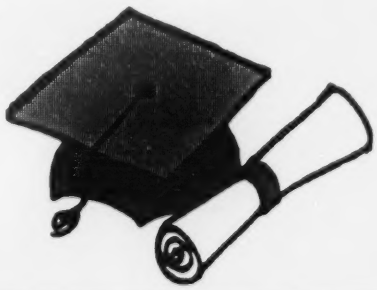
To the Student

Welcome to Independent Study in Home Economics Education! This course provides you with many exciting learning opportunities for exploring a field of study in the home economics discipline that is of interest to you. The Independent Study course was designed for students who have taken at least three home economics courses in a coherent sequence.

Through your experience in this course, you will gain knowledge and skills that will benefit you as you enter adult roles whether they be college or university studies, technical training, career, community service, or family roles and responsibilities. The Independent Study course project provides you with opportunities to work with an interdisciplinary team of educators and professionals and a business or industry mentor to give you guidance with your project. The involvement of these professionals should not only strengthen and enrich your learning through this course, but also provide you with additional learning experiences that you might not encounter in a regular classroom setting.

Because this course is structured differently from most other high school coursework, it is imperative that you discuss the requirements for this course with your parents or guardian and work closely with your home economics teacher to plan and outline your individual course of study. You will need to take initiative and discipline yourself to meet the requirements and responsibilities of the Independent Study course.

Congratulations for taking this opportunity to have increased responsibility for your own learning and for pursuing new knowledge and skills in your chosen field of study in home economics! This experience should prove to be one that further prepares you for adult life!



To the Parent

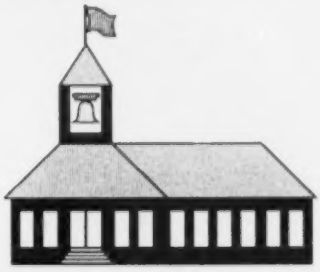
Congratulations to your student for choosing Independent Study in Home Economics Education! This course provides students with many exciting learning opportunities for exploring a field of study in the home economics discipline of interest to them. The Independent Study course was designed for twelfth grade students who have completed at least three courses in a home economics coherent sequence.

As part of your student's experience in this course, he or she will have the opportunity to work with an interdisciplinary team of educators and professionals and a business or industry mentor who will provide guidance throughout the project. The involvement of these professionals not only strengthens and enriches the instruction in this course, but also provides additional learning experiences that students might not encounter in a regular classroom setting.

Because this course is structured differently from most high school course work, it is imperative that you discuss the requirements for this course with your student and contact the home economics teacher with any questions that you may have. The student will need to take initiative and maintain self-discipline in order to complete the requirements of the Independent Study course.

The Independent Study project has been designed to qualify as an "original research/project" for students wishing to complete a *Distinguished Achievement Program*. The academic counselor in your school can give you further details regarding the full requirements of the *Distinguished Achievement Program*. All students, regardless of which high school graduation program they are pursuing, are eligible to take the Independent Study course.

By participating in the Independent Study in Home Economics Education course, students gain knowledge and skills that will benefit them in their future family, career, and community roles. Broadened educational experiences such as this further prepare students for managing multiple adult roles and responsibilities.



Texas Essential Knowledge and Skills Student Expectations

1A: The student is expected to select an independent study project consisting of a school-based learning activity that provides an in-depth study related to the home economics career concentration.

Background Information

Independent study projects should be related to the essential knowledge and skills for the various home economics education courses (coherent sequence) in which the student previously was enrolled. The independent study project is designed to assist students in developing cognitive and behavioral skills founded on school-based learning activities. The activities should provide students with opportunities and information for leadership and teamwork, critical thinking, career decision-making, and preparation in a home economics career concentration. Independent study projects also provide students with opportunities to learn research and information-gathering skills.

A successful independent study project should reflect ***all*** of the following:

- ***Creativity*** — should draw upon student's creativity
- ***Careful planning*** — the project is within student's available resources and timeline
- ***Depth*** — be comprehensive and thorough
- ***Rigor*** — is challenging and provides growth in knowledge and skills
- ***Self-direction*** — students assume responsibility for their own behavior and decisions in carrying out the study under the supervision of the home economics teacher
- ***Accountability*** — has value and is beneficial to self and others
- ***Fulfillment*** — enjoyable and of interest to the student

Independent study projects in home economics education help students be better prepared for managing the challenges of living and working in a diverse, global society. Examples of projects for each of the seven content specializations as well as additional suggested topics appear on the following pages.

The integration of FHA/HERO activities into the Independent Study course is very important. Students are able to utilize knowledge and skills learned through the independent study project by participating in Regional STAR Event competition and local chapter activities. FHA/HERO activities also can be utilized in accomplishing the objectives of the independent study project.

Instructional Strategies

- Distribute copies of *To the Student* (pg. 12), *To the Parent* (pg. 13), and the *Independent Study Student Information* sheet (Appendix A) to students and answer any questions they may have (or use documents you have created locally). Have students share these documents with their parents or guardians and return the completed *Student Information* sheet to school.

- Distribute copies of the *Independent Study Student Guidelines* (Appendix B) to students, discussing with students the guidelines and procedures for the Independent Study course.

Have students share the guidelines with their parents or guardians and return the **signed** *Independent Study Student Guidelines* to school. Be sure students have completed all information on the *Independent Study Student Information* sheet (Appendix A).

- Prepare "Project Idea Kits" using pages 19-25 or develop your own lists of independent study project ideas and examples. Allow students time to peruse the idea kit and brainstorm individual project possibilities. Distribute copies of the *Independent Study Project Worksheet* (Appendix C). Have students identify and list projects of interest that build upon knowledge and skills developed in previous home economics courses; students should sign up for a teacher conference to discuss selection of an independent study project. Following the conference, students should complete the worksheet and turn it in to the teacher.

Student Tasks to be Accomplished

- Complete the *Student Information* sheet and turn it in to your teacher.
- Read *To the Student* and the *Student Guidelines* and discuss any questions you may have with your teacher. Share the handout, *To the Parent,* with parents or guardians. Return the **signed** *Student Guidelines* to your home economics teacher.
- Study the "Project Ideas Kit"; brainstorm and list individual project possibilities. Obtain a copy of the *Independent Study Project Worksheet* from your teacher and list five projects of interest to you in order of preference.
- Sign up for a conference with your teacher to select your project. Following the conference, complete the *Project Worksheet* and turn it in to your teacher.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Family Studies and Human Services

Sample Project:

What resources and support systems provide assistance to individuals and families in crises? An extensive library and Internet search could be done to gather information on crises and the kinds of resources to help those in need. What resources are available in the community for a family in crisis? An independent study project on this topic might consider the type of crisis, name of agency, services provided, and persons they serve. The student's research could include, but not be limited to, interviews, site visits, and job shadowing. The student might create a multimedia presentation to be shown to groups including counselors, community groups, PTA, FHA/HERO, and home economics classes. Findings from the study also could be summarized into a brochure or flyer made available to families.

Sample Topics:

- Community resources available for families in crises
- Family life in other cultures
- Influences of peer pressure
- Family communication
- Blended families
- Stages of the family life cycle
- Family violence
- Homelessness
- Teen parenting
- Open adoption
- Single parents
- Grandparents raising grandchildren
- Increasing older adult population
- Substance abuse
- Impact of technology on the family
- Effects of divorce on children
- Role of older adults, their status, and contributions in various cultures
- Crisis management
- Advocacy for older adults
- Trends and issues affecting family health and the cost of care
- Special health needs of individuals (e.g., diabetes, Alzheimer's, Down's syndrome, multiple sclerosis, arthritis, cerebral palsy)
- Stress and its impact on individuals and families
- Effects of societal, demographic, and economic trends on individuals and families
- Workplace policies and practices supportive of families
- Management practices facilitating individuals assuming multiple family, community, and wage-earner roles
- Opportunities and preparation requirements in family studies and human services careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Child Development, Education, and Services

Sample Project:

What recreational facilities are available for children with disabilities in the community? In this independent study, the student would need to determine what are appropriate activities and facilities for children with disabilities (may want to focus on a specific disability). Interviews with local school and community officials may be required to find out if facilities are available for children with disabilities. After surveying the community facilities, the student could develop a proposal for increasing recreational facilities for children with disabilities in the community. If there are no facilities available in the community, where could such facilities be found? What are the criteria for recreational facilities for children with disabilities? Who establishes standards? What kinds of businesses plan and build such facilities? These questions would require the student to research library and Internet sources for background information.

The student could also use this research to mobilize FHA/HERO and other school and community organizations to initiate and/or create facilities which accommodate children with special needs.

Sample Topics:

- Factors affecting the decision to parent
- Components of good prenatal care
- Changing roles of parents throughout the family life cycle
- Child care options within and outside the home
- Value of play in the development of children
- Guidance techniques for children of various ages
- Impact of career decisions on parenting
- Physical, emotional, social, and intellectual development of children at different ages (newborn, infant, toddler, preschool child, school-age child)
- Agencies and services that protect the rights of children
- Resources that focus on children
- Impact of child abuse on children and families
- Children's literature
- Factors essential to the health and safety of children
- Developmentally appropriate teaching strategies for young children
- Parental involvement in the child care setting
- Legislation and public policies affecting the child care profession
- Changes in the child care field over the past twenty years
- Use of technology in teaching young children
- How society, culture, and changing demographics affect the growth and development of young children
- Licensing and accreditation standards in the child care setting
- Opportunities and preparation requirements in child care and early childhood education careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Nutrition and Wellness, Food Science and Technology

Sample Project:

What nutrition software is available for consumers and professionals in the field of nutrition? Students could investigate the various types of software available and their purposes (e.g., dietary analysis, general information, educational). Library and Internet searches could provide valuable information on costs and availability of nutrition software. As part of the study, the student could develop criteria for evaluating software and actually conduct an evaluation of various software packages. In addition, the student could gain access to actual use of some of the software. Sources of nutrition software include the Internet (some packages are free), nutrition educators or dietitians (may also serve as the student's mentor), extension agents - Family and Consumer Sciences agents have access to various databases, educational catalogs, computer stores (often have demonstration packages that can be used in the store), and the home economics department at school.

Presentation of the study could be shared with groups such as FHA/HERO, PTA, Family and Community Education, and the high school home economics classes. An article could also be written for the local newspaper.

Sample Topics:

- Diet-related diseases (e.g., diabetes, hypertension, cardiovascular disease, osteoporosis)
- Eating disorders
- Dietary guidelines
- Influences on food choices
- Consumer food-buying strategies
- Nutrition labeling
- Technological advancements that have impacted the nutritional value of foods
- Chemical and/or physical changes affecting food product quality
- Safety and sanitation hazards
- Principles of food preparation
- Consequences of eating disorders on long-term health
- Special dietary considerations
- Resources that provide reliable nutrition information
- New research and trends in food processing and product development
- Safety and sanitation standards
- Quality control standards related to food safety and sanitation
- Effects of technological advances on food availability
- Market research and marketing in the field of food science and nutrition
- Roles of additives in food processing
- Relationship of the food supply to quality of life
- Food supply, distribution, and nutrition from a global perspective
- Possible solutions to world hunger
- Opportunities and preparation requirements in food science, food technology, and nutrition careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Hospitality

Sample Project:

What career opportunities are available in the hospitality industry? Specific jobs, pay range (entry level, experienced employee, top of the scale), average age, and advantages and disadvantages of various careers could be included. Students could utilize a library and Internet search to determine where colleges, universities, and schools are located that offer further education and training in hospitality careers. These searches also could provide valuable information on current demand for hospitality professionals. Students may want to write letters to the various institutions and ask for admission requirements and general program information. Interviews with representatives of the institutions and business and industry would be advantageous. Findings from the independent study could be compiled into a portable file or a series of brochures along with the written report.

Sample Topics:

- Market segments in the hospitality industry
- Public relations
- Relationship of multicultural awareness to target markets and consumers
- Ownership and management structures
- Various types of marketing strategies
- Legislation, government regulations, and public policies
- Relationship of effective menu planning in successful food production operations
- Cost control techniques
- Building and maintaining client (customer-based) service
- Customer satisfaction practices
- Complaint resolution
- Quality assurance standards
- Safety and sanitation procedures
- Work simplification
- Ethical practices
- Emergency procedures and regulations
- Environmental issues
- Criteria affecting quality of service
- Industry standards
- Trends predicted in the hospitality industry
- Opportunities and preparation requirements in hospitality careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Consumer and Resource Management

Sample Project:

What are examples of sound financial plans for families at different stages of the family life cycle? How many families recognize the importance of a family budget and use it as a tool for financial planning? Using the scientific method of investigation, the research project could involve interviewing mortgage bankers, Consumer Credit counselors, loan officers, real estate brokers, or financial planners; locating current information through the Internet and other information searches to determine categories and percentages of income to be allotted for family expenses; and conducting a survey using a questionnaire completed by persons at different stages of the family life cycle. A statistical analysis of the survey results would enable the student to draw conclusions about the need for family financial planning education in the local community. A budget template for a family at each stage of the family life cycle could be developed as a resulting project product. The presentation given to the review panel could be presented to students in Economics and in Consumer and Family Economics classes, FHA/HERO chapters, and/or local community groups.

Sample Topics:

- Effective time management
- Effective money management
- Goal-setting as a management tool
- Management techniques required when assuming multiple family, community, and wage-earner roles
- Influences of societal, economic, and changing demographic factors on the management of time, energy, and money
- Management of environmental resources
- Effects of changing demographics on the family life cycle
- Economic impact of crises on the family
- Uses of technology for financial management
- Government services affecting the consumer
- Consumer protection policies and practices
- Effects of the free enterprise system on individuals and families
- Rights and responsibilities of individuals and families as consumers
- Relationship of financial planning to economic security
- Savings and investment opportunities
- Retirement planning
- Effective budget and record keeping systems
- Professional financial planning resources
- Effective use of credit
- Types of insurance
- Opportunities and preparation requirements in consumer and resource management careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Textiles and Apparel

Sample Project:

What is the history of apparel? How do fashion trends evolve? A historical study of apparel could focus on various aspects of the apparel industry such as ready-to-wear, footwear, and accessories. A student could look at apparel specifically for women or for men or at apparel in general. The independent study might focus on a certain historical period (e.g., 1901-2000, 1940s-1980s, 1850-1950). To conduct the project, students might do a library search, Internet search, view videos, take field trips to museums, interview fashion retail owners or older adults who have seen much change over the past decades, draw sketches, and collect pictures or photographs. The student could supplement the written report with a slide or video presentation or an album depicting the various trends.

Sample Topics:

- Influence of advertising on consumer apparel choices
- Labeling information
- Social, cultural, and life-cycle influences on apparel preferences and management
- Sources of textile and apparel products
- Procedures that protect the environment
- Impact of technology on apparel design and production
- Textile and apparel product marketing
- Natural and manufactured fibers
- Methods of fiber and yarn production
- Manufacturing processes utilized in textile production
- Products for individuals with special needs
- Federal regulations affecting the textile and apparel industries
- Role of leading designers in determining fashion trends
- Organizational goals, policies, and procedures in the apparel industry
- Impact of production and quality control systems
- Uses of technology in apparel design and production
- Safety practices
- Commercial textile and apparel care
- Clothing and accessory trends and choices
- Business promotion strategies
- Product displays
- Impact of international trade practices on textile and apparel industries
- Legal aspects of the apparel industry
- Ethical practices as defined by the industry
- Opportunities and preparation requirements for careers in the textile and apparel industries

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Environmental Design

Sample Project:

What will the home of tomorrow be like? The student could research trends in home design, construction materials, size and design of homes, room design, space utilization, technology in the home, and new trends in home appliances. Interviews might be conducted with home builders, appliance dealers, homemakers (what they would most want in a home), architects, or home show exhibitors. The student could then create a presentation that includes slides, photographs, drawings, or charts of trends. Emphasis could be placed on new trends and added technologies evident in a state-of-the-art home. The presentation for the review panel could be made to a group of builders, Realtors, or homemakers.

Sample Topics:

- Factors affecting housing choices
- Impact of changing demographics
- Effective management practices related to the housing budget
- Effect of housing conditions on health and safety
- Sources and availability of construction materials
- Space utilization
- Design and furnishings features to meet special needs of individuals and families
- Environmental issues affecting housing
- Effect of technology on interior design practices
- Appropriate background materials (floor coverings, wall treatments, ceilings, window treatments)
- Relationship of economics to interior design
- Trends in housing
- Trends in interior design
- Period styles of furniture
- Role of accessories
- Role of appliances
- Societal and cultural influences
- Safety and sanitation practices
- Product design and construction
- Business promotion practices
- Customer relations in housing and interior design careers
- Trends and technology affecting floral design
- Trends in floriculture
- Ethical practices
- Legal aspects
- Opportunities and preparation requirements in environmental design careers

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1B: The student is expected to collaborate with an interdisciplinary team to develop specifications for the selected independent study project.

Background Information for Teachers

Interdisciplinary Team. It is important for the student to collaborate (work together toward a common goal) with an interdisciplinary team to develop specifications and guidelines for the selected independent study project. Students are expected to solicit and discuss input from teachers, school staff, business and industry representatives, as well as others in the community. Students can learn much from the process of determining selection considerations, making selections, and contacting the interdisciplinary team. For example, if a student selected an independent study project on evaluating nutrition software, an interdisciplinary team might consist of the home economics teacher, technology specialist, school librarian, and a nutrition educator from a local hospital because of their expertise in the various aspects of the independent study project.

Typically, four to five members are represented on an interdisciplinary team. One of the team members should be the student's mentor for the independent study project. In the example given above, the nutrition educator would act as the student's mentor. The role of the interdisciplinary team is to

- initially define the project
- validate overall objectives and design of the student's project
- serve as resource persons relative to various aspects of the study (e.g., assisting with acquisition of resources, data collection, data analysis, potential utilization of results, presentation techniques and skills for reporting study results)
- serve as members of the review panel (see 2C)

The team would meet early in the semester with the student and then at the end of the project when the student makes the final presentation and at other times as needed. Additionally, team members likely would serve as resources on an individual basis over the course of the project.

Mentoring. Mentoring is seen as an increasingly important part of an individual's career and educational development, requiring highly developed skills of those who provide it. ***Mentoring*** is defined as a relationship in which a more experienced person, through contact on a regular basis and over an extended period of time, facilitates the broad development of a less experienced person. It is directed toward intellectual, personal, and social maturation as well as career development.

Mentoring can provide students with motivation to learn. Business and industry representatives and other persons with specialized knowledge related to the students' projects can serve as mentors for teachers and students to help provide direct learning and expertise in their field of study. This allows students to have an ongoing connection with the field they are studying as well. The home economics teacher should assist the student in selecting an appropriate person in the content specialization area to serve as the student's mentor.

Mentoring systems can be organized in several ways. Prior to the semester or beginning of the school year, a pool of mentors might be developed by the teacher for each content specialization.

Once a list of potential mentors is identified, criteria for serving as a mentor is developed and a brief screening interview conducted so that each candidate can be properly evaluated to prevent any potential problems. Once the candidates are identified, brief interviews should suffice for choosing interested mentors to be matched with students. This system for selecting mentors is more conducive in a large community. In some communities, the pool of potential mentors may be quite limited. In situations such as these, it may be necessary to also look for mentors in nearby towns and cities. For example, there may not be a nutrition educator or dietitian from a local hospital available although such a facility is thirty miles away; determination of the student's areas of project interest might more directly be the basis for initially contacting potential mentors than in circumstances of larger enrollment and more readily available potential mentors.

Another mentoring system places the responsibility of suggesting possible mentors with the student and then the student works with the teacher and school in the selection process. Regardless of the system in which mentors are selected, criteria need to be established by the teacher and the local school district.

After approval from the teacher, the student should secure the cooperation of the mentor by arranging a conference to establish a working relationship and agreement. It is appropriate for the teacher to make initial contact with the mentor to explain the Independent Study course and responsibilities of the mentor. It will be necessary for expectations and responsibilities of mentors to be clearly conveyed. Local district policy should be followed relative to final criteria and procedures for securing and approving persons to serve as mentors. The student should work with the teacher to design a plan for how to obtain input and guidance for the project from the mentor on a regular basis.

Mentors educate students about the businesses, industries, or areas of expertise that they represent. Teachers may want to provide opportunities for the mentor to visit in the classroom as well. The mentoring relationship helps students to see the value of setting goals and can orient students in a variety of positions and levels of employment in the mentor's workplace and/or other situations that provide the student opportunities to utilize the specialized expertise reflecting the student's area of interest. The mentor also serves as role model and advisor to the student.

Instructional Strategies

- Work with students on selecting their mentor and interdisciplinary team members.

- Have students schedule the first meeting with the interdisciplinary team to discuss the proposal and project calendar. Prior to the meeting, have students complete the *Independent Study Project Proposal* form (Appendix F) for teacher approval prior to distribution to interdisciplinary team members.

- Following the meeting with interdisciplinary team members, have students revise the *Independent Study Project Calendar* (Appendix D) and *Independent Study Project Proposal* as needed and provide revised copies to the interdisciplinary team members.

Student Tasks to be Accomplished

- Meet with your teacher to select mentor and interdisciplinary team.
- Schedule first meeting with the interdisciplinary team (which includes mentor) to discuss project proposal and calendar.
- Complete the *Independent Study Project Proposal* form, submit it to your teacher for approval, and distribute copies to the interdisciplinary team.
- Conduct first project meeting with your teacher and the interdisciplinary team.
- Revise project calendar as needed and provide copies to interdisciplinary team members following the first project meeting.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1C: The student is expected to conduct the independent study project under the supervision of the teacher and a related industry mentor.

Background Information

Once the students have selected their independent study project, completed the *Independent Study Project Proposal*, and selected the interdisciplinary team, they are ready to begin researching references and resources for information related to their project and conduct any interviews, observations, or job shadowing that are related to their project focus.

The *Independent Study Project Calendar*, Appendix D, provides a sample detailed, week-by-week guide for conducting the independent study project. During the first two weeks of the semester, students should prepare their individual project calendar using Appendix D as a guide; the due dates and progress reporting conference schedule supplied by their home economics teacher should be followed. The individual teacher/student progress reporting conferences are critical so as to provide the student with needed supervision, guidance, and direction in adhering to project tasks and deadlines.

As discussed earlier, the guidance provided by the student's mentor is an integral part of the project process and success. It may be necessary for the teacher to meet with the student and mentor early in the project (or even throughout the project) to help the student build a working relationship with the mentor. Many students may not have had opportunities to work with adults outside of the school and home environment.

Encourage the students to solicit input from other faculty members as they work on their projects. Science and mathematics faculty would be valuable resources for students whose projects involve statistical data; English teachers might assist students with composing the written project report; social studies teachers could provide assistance and direct students to resources on historical and societal issues; and other faculty would be valuable resources of content information related to their areas of expertise.

The oral presentation to the interdisciplinary team is the culminating experience for the student enrolled in the Independent Study course. This presentation not only provides students with many opportunities to utilize and master communication and presentation skills, but also builds self-confidence, interpersonal skills, and can become an important component of their high school portfolio. The project should be planned and conducted in a fashion that will facilitate an oral presentation.

Instructional Strategies

- Distribute copies of the *Independent Study Project Calendar* (Appendix D), or your own calendar of due dates and review with students. As you review the calendar with the

students, walk them through the project from start to finish. Be sure that students have a clear understanding of the importance of following the calendar and completing the tasks required at each progress checkpoint.

- Assist students in making progress on the written report of their project by regularly reviewing the information they have gathered from references and resources. Set a due date and have students turn in their 5x8 index cards for evaluation (See *Using and Documenting References and Resources*, Appendix G). Early in the writing process, confer with the students regarding their need for individual help in the development of the written report.

Student Tasks to be Accomplished

- Review the *Independent Study Project Calendar* distributed by your teacher. Use a daily calendar or student plan book to record all due dates, conferences, and progress checkpoints for your independent study project.

- Conduct your independent study project according to the *Independent Study Student Guidelines* and due dates provided by your teacher. Follow research processes appropriate for your project, such as data collection, data analysis, compilation of findings, and drawing of conclusions.

- Write the written report following appropriate procedures including development of a report outline and submission of a first draft to your teacher.

Note to the Teacher:

- *It is important to note that the Texas Essential Knowledge and Skills (TEKS) for the Independent Study in Home Economics course are not necessarily sequential; therefore, teachers should review this instructional guide in its entirety noting that the TEKS are interrelated and that this interrelationship should be reflected in classroom instruction.*

- *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1D: The student is expected to apply the scientific method of investigation.

Background Information

The scientific method is a means of solving problems scientifically; it is a methodical process of controlling and manipulating variables while adhering to scientific standards of attitude and behavior. However, actual steps in the scientific method may vary. Generally, the scientific method includes the following steps:

1) Identify the problem and state it clearly as a question.
2) Gather information by such means as reading, interviewing, observing, and surveying.
3) Form a hypothesis, or possible answer to the problem, based on information gathered through research or observation.
4) Test the hypothesis through experiments or carefully recorded and classified observations.
5) Draw conclusions based on results.

Merriam Webster's Collegiate Dictionary (10th ed.) defines ***research*** as the collection of information about a particular subject and investigation or experimentation aimed at the discovery and interpretation of facts. According to Gay[1], research is the formal, systematic application of the scientific method to the study of problems. The steps involved in conducting research closely parallel those of the scientific method and include the following:

1) Selection and definition of a problem
2) Execution of research procedures (gathering of information and collection of data)
3) Analysis of data
4) Stating conclusions (compilation of findings)

Observations are an effective means of gathering information. Observations should be accurate, precise, and recorded in an organized format. The use of instruments such as microscopes, rulers, cameras, or magnifying glasses can increase the accuracy of sensory observations. ***Interpretations*** are conclusions that are based on observations. The validity of interpretations is increased when the interpretations are supported by multiple observations.

Attitudes central to research and scientific inquiry include honesty, objectivity, openness, skepticism, questioning, accuracy, carefulness, and unbiased evaluation. Regardless of the selected project focus, it is important for students to recognize and understand the importance of these attitudes to the success of any investigative study.

Although some students may not perceive these methods as applicable to their independent study project, it is important for them to realize that following the general process will help to guide their research. Every project requires a methodical process for conducting research, but it may not require experimentation or interpretations that utilize scientific information. For example, in a project related to Family Studies and Human Services, the student might ask the question, "What resources and community support systems provide assistance to individuals and families in crises?" The student could gather information by reading a variety of library resources and search-

ing the Internet. For additional information, the student might conduct interviews with agencies that provide assistance to families. From the recorded notes from the interviews, as well as the library information, the student could compile the findings and draw conclusions.

Students need to understand and apply the basic steps of the research process and the scientific method where appropriate; however, the broad spectrum of project opportunities available to students enrolled in the Independent Study in Home Economics course dictates the need for flexibility in procedures. The skills and expertise needed to conduct formal research are suitable for a research course and are not the intent of the Independent Study course.

[1]Gay, L.R. Educational Research. New York: Macmillan Publishing Company, 1992.

Instructional Strategies

- Discuss with students the steps in the scientific method of investigation and in conducting research and how these steps provide a framework for all types of research projects, including those experienced in the Independent Study course.

- Using the steps in the scientific method of investigation or the steps in conducting research as a framework, have students outline the procedures for conducting each of the following sample projects.
  Sample Projects:
  - ❒ Research effective methods of managing multiple responsibilities of work and family.
  - ❒ Determine ways to alter family menus for a family member on a low cholesterol, low fat, or diabetic diet. Use nutrient analysis software to determine nutrient content of meals and compare to the Recommended Dietary Allowances for individual family members.
  - ❒ Experiment with various surfaces, colors, and textures to determine those most appropriate for living environments for older adults.

- Using the steps in the scientific method of investigation or the steps in conducting research as a framework, have students describe the steps they will follow in conducting their independent study project.

Student Tasks to be Accomplished

- Participate in a class discussion or interaction with your teacher about the scientific method of investigation and research procedures.

- Outline the procedures for conducting sample projects using the steps in the scientific method of investigation or the steps in conducting research as a framework.

- Using the steps in the scientific method of investigation or the steps in conducting research as a framework, describe in writing the steps you will follow in conducting your independent study project.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1E: The student is expected to utilize effective resource management to access, collect, and process data relevant to the independent study project.

Background Information

Learning to access and use resources is an important component of the Independent Study course and the project process. Through this process, students have opportunities to develop essential life skills related to acquiring, organizing, compiling, and using information. These skills are valuable to individuals throughout adulthood and especially helpful for those managing multiple adult roles.

A comprehensive guide to references and resources for each content specialization is helpful to students not only because it directs them to sources of information, but also because it helps expand their frame of reference regarding the types of items that can be used as references and resources. Although teachers will need to provide them with an initial guide to resources, students can assist the teacher in expanding the resource guides as they locate other sources of information. Suggested items for the resource guide include the following:

- periodicals and books available in the school library
- periodicals and books in the public library or other libraries nearby such as community colleges and universities
- films/audiotapes
- computer-based resources (Internet, software, etc.)
- research sources (e.g., ERIC, TENET)
- lists of business and industries in the community or nearby areas related to the student's field of study
- names of experts in the field of study
- professional organizations related to the field of study such as American Association of Family and Consumer Sciences, American Dietetics Association, National Association for the Education of Young Children, National Council on Family Relations, etc.
- lists of organizations and agencies related to the field such as American Medical Association; American Heart Association; American Diabetes Association; Council on Hotel, Restaurant, and Institutional Education; National Restaurant Association; Occupational Safety and Health Administration; Department of Health and Human Services, etc.
- colleges and universities that provide programs related to the field of study

Using and Documenting References and Resources (Appendix G), provides instructions and examples for students to use when beginning their research. The information in Appendix G also will be helpful to them in preparing the written report or other written documentation of their independent study projects.

Organizing the information gathered and other project documents is an important part of any research-type project and thus an essential component of the independent study project. A three-

ring binder with dividers is an excellent tool for helping students organize their project materials. This also reinforces common workplace practices and skills; the use of three-ring binders as an organizational and management tool is widespread throughout all types of businesses and industries.

Instructional Strategies

- Have students bring a three-ring binder, a set of six tab dividers, and a package of 5x8 ruled index cards to class. A two-inch binder is recommended. Suggested labels for the tab dividers and section components include the following:
  - **Project Proposal and Planning Documents**
    - *Independent Study Student Guidelines* (Appendix B)
    - *Independent Study Project Worksheet* (Appendix C)
    - *Independent Study Project Calendar* (Appendix D)
    - *Independent Study Project Proposal* (Appendix F)
  - **Bibliographic Information**
    - Numbered 5x8 cards, hole-punched, with one reference per card (See Appendix G)
  - **Data Collection/ Information from Resources**
    - 5x8 index cards, hole-punched, with notes taken from resources (See Appendix G)
    - Records of interviews, business contacts, observations, survey results, and/or other experimental test results
    - Other information that is important to the project
  - **Compilation of Findings**
    - Graphs, diagrams, or other methods for organizing information and findings from the student's research (See *1G: Compile Findings*, pgs. 39-40)
  - **Written Report**
    - Outline of written report
    - Draft copies of written report (The written report should follow standard research paper format with documented references)
  - **Presentation Plan and Outline**
    - Outline and format of the oral presentation to the interdisciplinary team
    - Written text reflecting the content of the oral presentation
    - Description of visual aids for the oral presentation

- Lead students in identifying the types of resources that will be most helpful in their research (e.g., library resources, publications from public and private agencies and organizations, interviews, observations, contacts with businesses, etc.). Have students compile a list of resources to investigate related to their selected project topic.

- Distribute copies of Appendix G, *Using and Documenting References and Resources*, as a student handout. Review with students the techniques for accessing and using information from resources. Instruct the students to keep the handout in their three-ring binder for accessibility and reference throughout the course.

- Schedule a time for the students to meet with the librarian to learn library research skills, including electronic retrieval of information. Allow additional class time for students to work in the library.

Student Tasks to be Accomplished

- Organize a three-ring binder with six tab dividers according to the specifications provided by your teacher.
- Compile a list of resources to investigate related to your selected project topic.
- Prepare 5x8 ruled index cards for recording bibliographic information and notes taken from resources. Follow instructions on the student handout, *Using and Documenting References and Resources.*
- Meet with the librarian to learn library research skills and begin collecting information on your topic.
- Schedule regular hours for gathering written information, conducting interviews and/or observations, and securing additional resources needed for your project.
- File the handout, *Using and Documenting References and Resources* in your binder.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1F: The student is expected to apply statistical concepts to analyze data, evaluate results, and draw conclusions.

Background Information

The application of statistical concepts is appropriate for selected independent study projects. The nature of the independent study project will dictate the extent to which statistical analysis is necessary and appropriate. It is important to recognize that many of the topics students may select for their independent study projects will not lend themselves to statistical analysis of the findings. However, a general explanation of the use of statistical analyses in many fields of study is beneficial to students for their future use in research projects, occupational applications, or daily life. In the course of this project, students learn to interpret the significance and use of statistical findings from other research that have applications in all areas of the home economics discipline.

Two primary reasons for conducting statistical analyses are to predict future events and to solve real-life problems. Studying organized data and calculating probability enable one to use past occurrences and trends as a basis for future predictions. For example, statistical analyses are commonplace in the sports world as coaches, team owners, sports writers, newscasters, and athletes themselves predict future performances of individual athletes and teams. Marketing specialists in all types of businesses and industries depend on statistical analyses to help them determine potential sales markets and responses from consumers.

Some terms and their definitions[1] related to research statistics include the following:

- ***data*** - factual information used as a basis for reasoning, discussion, or calculation
- ***hypothesis*** - a tentative, reasonable, testable explanation for the occurrence of certain behaviors, phenomena, or events
- ***sample*** - a number of individuals selected from a population for a study, preferably in such a way that they represent the larger group from which they were selected (i.e., responses from a random sample of FHA/HERO members likely would be representative of the responses from all FHA/HERO members)
- ***statistics*** - numerical data describing the behavior of a sample
- ***variable*** - a concept that can assume any one of a range of values for or among portions of the sample and can be isolated for control or comparable study (e.g., intelligence, height, weight)

Statistical analysis involves the following steps:

1) Analyze data

The purpose of analyzing the data is to allow the researcher to test the hypothesis or research question. Data analysis involves the application of statistical techniques, such as mathematical testing, to data that has been collected by the researcher.

2) Evaluate results

Results of the data analysis are evaluated or interpreted in relation to the purpose of the

study, the hypothesis, and any other similar studies. The researcher must determine whether or not the results of the data analysis support the hypothesis and why. In addition, the researcher may determine whether the results agree with the results from similar studies.

3) ***Draw conclusions***
The results of the data analysis provide the basis for drawing conclusions about the study. Conclusions should be stated in regard to the hypothesis and reflect whether or not the results of the study support the hypothesis.

It is important for students to recognize that the collection of data, data analysis, and evaluation of the results do not prove or disprove their hypothesis. These steps simply provide support or do not support the student's original hypothesis and allow the student to draw conclusions based on the results of the study.

[1]Gay, L.R. Educational Research. New York: Macmillan Publishing Company, 1992.

Instructional Strategies

- Bring to class examples of statistical analyses such as consumer preferences, public opinion polls, baseball cards, TAAS tests results for the school district or state of Texas, percentile ranking for ACT and SAT scores, or others that you may have access to. Explain to students how the data are collected, analyzed, and then conclusions drawn based on the results of the analysis.

KEY QUESTIONS: What decisions have been made by school districts in Texas regarding the TAAS test based on the 1997-98 tests results? How are statistical analyses beneficial to students, teachers, and school administrators? How are statistics and statistical analyses used in fields of study in home economics (e.g., dietary analysis, RDA, studies in food science and technology, textile science, child development, etc.)? How are statistics and statistical analyses used in the business world?

- Share with students an example of an independent study project that would involve statistical analysis. For example, a student might choose to investigate the impact of technology on the family by studying the relationship of time spent by family members using a home computer to time spent engaged with family members in family activities. Lead a class discussion describing the procedures involved in collecting, analyzing, and evaluating statistical data for this project. Point out ways technology can be utilized in evaluating data. Stress to students the role of the interdisciplinary team members in assisting them with their project. For projects involving statistical analysis, a mathematics teacher would be a valuable member of the interdisciplinary team.

Student Tasks to be Accomplished

- Participate in class discussion or interaction with your teacher about the use of statistical analyses in selected research projects.
- Study the terms associated with statistics and develop an understanding of how statistical analyses are used in many fields of study in home economics.
- Describe the procedures involved in collecting, analyzing, and evaluating statistical data for a sample project.
- As appropriate with your independent study project, apply statistical concepts to analyze data, evaluate results, and draw conclusions.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

1G: The student is expected to compile findings in a coherent and organized manner.

Background Information

There are many ways in which students may choose to compile the findings of their study. It is important that their findings be organized so that they may be interpreted by the student and understood by others. Some methods for compiling and organizing findings include the use of charts, graphs, diagrams, and outlines. Graphic organizers, such as diagrams and graphs, help students to visually organize data for evaluation and to recognize relationships. Textual charts and outlines present a detailed summary or condensed version of researched information related to a specific topic, a plan of action, or the steps involved in accomplishing a task or set of tasks. Appendix H, *Methods for Organizing Information*, includes examples of ways students might choose to organize information and findings for their projects.

By carefully organizing the information that they have collected, students become independent managers of their thinking and learning. Encourage students to use their creativity in developing ways to organize their findings that work best for them.

Instructional Strategies

- Distribute examples of different methods for organizing information such as graphs, diagrams, charts, and outlines. Appendix H, *Methods for Organizing Information*, includes examples of ways graphic organizers can be used to compile and organize information related to their projects that students have gathered. For example, illustrations of family budgets at different stages of the life cycle might be detailed in a chart and then a bar graph used to visually show the relationship of how the family income is distributed. Discuss with students how each method is used:
  - → ***charts*** - used to detail steps in a procedure, to show rank order, to list explanations of terms, etc.
  - → ***outlines*** - used to summarize detailed information on a topic; describe a plan of action, etc.
  - → ***graphs*** - used to show the relationship of a variable to one or more other variables, etc.
  - → ***diagrams*** - used to show comparisons, relationships, or for deductive reasoning

- Have students select one of the methods described above and practice using it to organize information they have gathered through library research, interviews, observations, etc. Assist students in selecting a method or methods that are appropriate for their project procedures and goals. Have students utilize technology and appropriate software to organize and compile project information.

KEY QUESTIONS: What are you trying to find out? What types of information are you gathering (e.g., historical facts, numerical data, solutions to a problem, etc.)? How can you organize the information to facilitate your interpretations and drawing of conclusions? How can you best organize and illustrate the information to facilitate understanding by others? Is it necessary and appropriate for you to use more than one method of compiling and organizing your project information?

Student Tasks to be Accomplished

- Prepare a reference page for your binder that includes definitions and examples of different methods for organizing information and compiling findings from your project. File this reference under the fourth tab divider, "Compilation of Findings."

- Select one or more of the methods for organizing and compiling information and use it to organize the information you have gathered through library research, interviews, observations, etc. Turn in a copy of any charts, graphs, diagrams, or outlines to your teacher. Make an appointment with your teacher to discuss the compilation of your information and findings and your plan for proceeding with interpretations and/or conclusions. Discuss with your teacher or mentor how charts, graphs, diagrams, or an outline might be a useful tool in your oral presentation at the end of the semester.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

2A: The student is expected to utilize communication and interpersonal skills to accomplish project goals.

Background Information

The independent study project provides opportunities for students to utilize communication and interpersonal skills through interactions with teachers, school administrators, peers, business and professional persons in the community, and family members. Specifically, students have new opportunities to improve these skills through regular communications with their teacher, mentor, and interdisciplinary team members.

Through communication, people share ideas, exchange information, give or receive advice, and relate feelings. Both verbal, nonverbal, and listening skills are important in effective communication. Verbal communication skills involve being able to send clear messages to the listener (or receiver) and to participate in effective dialogue with others. Through the independent study project, students are provided opportunities to utilize verbal communication skills in

- ***two-way communication*** (e.g., in a discussion, telephone conversation, or interview when the speaker and the listener both provide feedback)
- ***written and electronic communication*** Written communication is an effective communication tool when person-to-person communication is not possible. Written communication also supplements person-to-person communication and provides documentation of details that may need to be recalled at a later date. Types of written and electronic communications include records of observations, business letters, personal communications, thank-you notes, faxes, E-mail, resumés, reports, handouts, newsletters, and school papers.
- ***oral presentations*** (such as the presentation related to the independent study project for the review panel or other groups such as FHA/HERO and school and community groups)

Effective use and comprehension of nonverbal communication is beneficial in all types of human interactions. Nonverbal communication includes body postures and gestures, facial expressions, eye contact and expressions, tone of voice, touch, dress, and use of space and time. In order for communication to be clear, it is important that an individual's body language agree with the spoken message. Nonverbal communication sends messages from one person to another even when there is no exchange of verbal communication.

Effective listening is a communication skill that has not been mastered by many people. Listening and hearing are extremely different; listening means understanding the message that is being communicated with words. Ways to improve listening skills include the following:

- paying close attention to what the speaker is saying
- learning to focus on the speaker rather than on your response
- communicating through body language that you believe the speaker's message is important
- restating or summarizing what you heard the speaker saying (active listening)
- avoiding giving advice unless it is requested
- asking questions when clarification is needed

As part of the independent study project, students work closely with their teacher, mentor, and the interdisciplinary team as well as possibly conducting interviews and making telephone calls. Listening is an important component of effective communication skills.

Life is full of interdependent relationships that take coordination, patience, and effective communication skills. Individuals who are successful in getting along well with other people are said to have good interpersonal skills. Throughout the Independent Study course, students have opportunities to utilize interpersonal skills such as the following:

- acknowledging the worth of others
- courtesy and manners
- dependability
- encouraging others
- leadership and teamwork
- self-control
- understanding
- respecting differences of opinion

Effective communication and interpersonal skills enable one to respond confidently and proactively in a variety of situations and with a capacity for sustaining effective and productive interaction between and among others.

Instructional Strategies

- Lead a class discussion on effective communication skills or have students read selected reference materials on communication skills. Have students list opportunities for using these skills that may occur during the Independent Study course. Their lists might include the following:
    - interactions with parents or guardians regarding the Independent Study course
    - interactions with their home economics teacher throughout the course
    - conferences, telephone calls, and presentations with the members of the interdisciplinary team (including mentor), business and community members, etc.
    - all types of written communication including letters, notes, faxes, E-mail, reports
    - final written report of the project
    - final oral presentation to the review panel

  Have students keep a log or journal of their communications (verbal, written, and electronic) throughout their project. Students may choose to use their daily calendar to record this information. At the close of the semester, have students chart the opportunities that they had for using and improving their communication skills.

- Share with students the importance of interpersonal skills in human relationships. Using the list of interpersonal skills cited in the text above, have students give examples of how they use these in their everyday interactions with peers, family members, and other adults (teachers, employers, neighbors, etc.). Next, have students write examples of how effective use of interpersonal skills will be beneficial to them in their interactions with others during their independent study project and share their examples with the class.

Student Tasks to be Accomplished

- List opportunities for using effective communication skills throughout the Independent Study course.
- Keep a log or journal of communications related to your independent study project. A daily calendar or dated entries recorded on notebook paper and filed in the three-ring binder would be helpful tools for logging this information.
- At the end of the semester, chart the opportunities that you have had for using these skills during this course. Recognize the importance of effective communication skills in all aspects of human relationships.
- Write examples of how effective use of interpersonal skills will be beneficial to you in your interactions with others during your independent study project. Share your examples with your classmates.
- Demonstrate effective use of communication and interpersonal skills in relationships with others during your work on your independent study project.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

2B: The student is expected to demonstrate professional conduct in completing all aspects of the independent study project.

Background Information

Independent Study in Home Economics Education should provide students opportunities to demonstrate professional conduct such as the following:

- demonstrate self-respect
- demonstrate courtesy and respect for others, including their time and resources
- assume responsibility for personal behavior
- exhibit ethical behavior
- exhibit confidentiality
- meet commitments and obligations
- maintain high work standards
- dress appropriately
- maintain good physical and emotional health
- provide service and show concern for others
- maintain high dependability and promptness standards

These are only a few examples of characteristics of professional conduct, and they are not listed in order of priority. Professional conduct has many applications whether it be as a FHA/HERO member, team player, or employee while a student or as PTA president, church committee member, homemaker, or wage-earner in future adult roles.

Instructional Strategies

- Discuss with students the professional conduct examples listed above. Have students brainstorm additional examples of characteristics of professional conduct.

- Have students maintain a list of professional conduct characteristics that they observe during their independent study. Students may want to denote whether the conduct was positive or negative.

- Have students develop written scenarios about how each example of professional conduct might be demonstrated.

- Have students interview his/her mentor about the characteristics of professional conduct that the mentor has found to be most appropriate in situations that the student likely will encounter as part of the independent study project. Students should write a one-page report summarizing the interview.

Student Tasks to be Accomplished

- Study the list of examples of characteristics of professional conduct. With your teacher, discuss the examples and list additional characteristics.
- Maintain a record of positive and negative examples of professional conduct that you observe during the independent study project.
- Interview your mentor about the characteristics of professional conduct that are expected from employees and/or individuals with whom the mentor works. Write a one-page summary of the interview.
- Practice professional conduct in all aspects of your independent study project.

Note to the Teacher: *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

2C: The student is expected to utilize a variety of resources, technology, and reporting formats (such as written, visual, graphical, and oral presentation) to communicate the independent study project to a review panel to include professionals in the field of project focus.

Background Information

In the development of the independent study project, each student uses a variety of resources and technologies. In the presentation of the project, the student should communicate the extent of the resources and technologies utilized.

The independent study project could be presented in a variety of reporting formats. There should be some type of written report even if a product (e.g., video, slide presentation, brochure) is developed for the project. Numerous references are available to help the student and teacher in developing presentations (see *Presentation Strategies,* Appendix I).

The review panel should be comprised of the interdisciplinary team and any additional designated individual(s) such as the career and technology director, principal, or other teachers. More than likely, the presentation given to the review panel should take approximately 20 to 30 minutes. An additional 15 to 20 minutes should be available for comments and questions from the review panel. The total time necessary for the entire presentation likely would take no more than 40 to 50 minutes.

Any written documents should be provided to the members of the review panel at least one week prior to the presentation. This gives the review panel ample time to read over the materials in preparation for the presentation.

Through the Independent Study in Home Economics Education course, students apply multidisciplinary skills to plan and conduct research as well as demonstrate effective communication and interpersonal skills in conducting and reporting the independent study project.

Instructional Strategies

- Distribute *Presentation Strategies,* Appendix I. Review the information with the students.

- Guide students in meeting the deadlines for each step in the development of the written report and oral presentation. Provide feedback to students in a timely fashion so that students can meet project deadlines. Have students refer to the *Independent Study Project Calendar* (Appendix D). Remind students that the independent study project is a culmination of sequential steps. It is an ongoing process, and each component of the project is dependent upon the previous tasks. Meeting deadlines and following through on tasks is **vital** for both teacher and students.

Student Tasks to be Accomplished

- Read *Presentation Strategies,* Appendix I. Discuss with your teacher any questions that you may have.
- Develop the written report and the oral presentation following the appropriate steps in each process. For the written report, the steps would include gathering and organizing information, developing the outline of the written report and submitting it to your teacher, writing the first draft and submitting it to your teacher, making revisions, writing the final copy and submitting by the due date. Meet deadlines and stay on task.
- Submit an outline of the written report to your teacher (Week 10).
- Schedule a conference with your teacher (and mentor) to report progress. Submit the draft of your written report (Week 12).
- Make the necessary revisions on your written report (Week 13).
- Complete the written report and submit it to your teacher. Begin work on your oral presentation. Schedule a date for the oral presentation to the review panel (Week 14).
- Submit an outline of your oral presentation to the teacher (Week 15).
- Submit required documents to the review panel at least one week prior to the oral presentation. Practice oral presentation for classmates or FHA/HERO chapter (Week 16).
- Orally present your independent study project to the review panel (Week 17).
- Submit all project documents to your teacher for final evaluation (Week 18).

Note to the Teacher:

- *The notations for which week each of the above student tasks would be completed are reflected on the sample calendar provided (Appendix D). If the school schedule (i.e., block schedule, trimester, etc.), teacher preference, or other local circumstances cause alteration to the suggested calendar, make the necessary revisions to the timelines reflected in the instructional strategies above.*
- *These are sample methods for conducting and managing the course. Local district policies and guidelines should be followed in planning and conducting the Independent Study in Home Economics Education course.*

Appendices

Independent Study Student Information

Name _____ School Year _____

Grade Level _____ High School _____

Address _____ Phone Number _____

Birthdate _____

Parent/Guardian Name _____ Parent/Guardian Address _____

Parent/Guardian Home Phone _____ Parent/Guardian Work Phone (1) _____

Parent/Guardian Work Phone (2) _____

Home Economics Courses Completed:

Course Title Date (e.g., Fall, 1998)

_____

_____

_____

Why are you interested in the Independent Study course? _____

_____

_____

_____

Current Class Schedule:

	Class	Room Number	Teacher
Period 1	_____	_____	_____
Period 2	_____	_____	_____
Period 3	_____	_____	_____
Period 4	_____	_____	_____
Period 5	_____	_____	_____
Period 6	_____	_____	_____
Period 7	_____	_____	_____
Period 8	_____	_____	_____

SAMPLE

Independent Study Student Guidelines

The Independent Study course is an exciting learning opportunity for you, under the guidance and support of your home economics teacher and interdisciplinary team, to design and complete an independent study project from beginning to end. With the help of your home economics teacher, you will select a topic and outline the procedures to be followed in completing the independent study project.

- It is important for you to choose a topic that suits your interests and skills. After you have selected a topic, you must learn more about it. This involves locating, reading, and taking notes on the relevant literature of your topic. In addition, you will want to seek information from other sources through interviews, business contacts, and observations.

- The Independent Study course is structured differently from most other high school courses, and it is imperative that you discuss the guidelines and requirements for the course with your parents or guardian.

- You will be expected to complete and submit all of the required course components by the due dates set by your teacher.

- The project proposal outlines what you expect to do and how the project will be accomplished. Once the proposal is accepted by the interdisciplinary team, it should serve as a blueprint of what you need to do.

- It is imperative that you keep a detailed calendar to help anticipate and plan the many steps involved in a successful independent study project. Using the *Independent Study Project Calendar* from your teacher, write on your personal calendar all conferences, interviews, due dates, progress check points, and any other important items you need to remember.

- The independent study project involves a number of sequential steps. It is an ongoing process and each component of the project is largely dependent upon completion of the previous tasks. Therefore, procrastination must be minimized.

- As a student enrolled in the Independent Study course, you need to be self-disciplined, responsible, and self-motivated. You must take much responsibility for your own learning.

- It is important that you respect the schedules of your teachers, your mentor, and interdisciplinary team members. It is vital to establish and maintain a strong working relationship with these individuals.

- It is important that you demonstrate effective communication and interpersonal skills in conducting and reporting all aspects of your independent study project. Keep a file of all letters, memos, interview notes, and other related written information.

Signature of Student **Signature of Parent or Guardian**

Independent Study Project Worksheet

Name _____ Date _____

Content Specialization: _____

Projects of Interest (List in order of your preference):

1. _____
2. _____
3. _____
4. _____
5. _____

Selected Project: _____

_____

Reasons for Choosing: _____

_____

_____

_____

_____

Anticipated References and Resources:

_____

_____

_____

_____

Independent Study Project Calendar

Week	Student Tasks	Due Date
1	• Bring **signed** *Independent Study Student Guidelines* to school for teacher approval. File in your three-ring binder. • Review project ideas and list projects of interests on the *Independent Study Project Worksheet.* • Schedule conference with teacher to select a project.	
2	• Conference with teacher to select a project and to select interdisciplinary team members, including mentor. • Submit completed *Independent Study Project Worksheet* to your teacher for preliminary approval. • Complete *Independent Study Project Calendar* with approved due dates, and submit to your teacher for approval. • Organize three-ring binder with tab dividers and index cards.	
3	• File completed *Independent Study Project Proposal* with your teacher for preliminary approval. • Schedule first meeting with the interdisciplinary team, and distribute approved *Independent Study Project Proposal* to team members.	
4	• Conduct first meeting with interdisciplinary team to develop specifications for the project and to review project calendar; revise *Independent Study Project Calendar* and *Independent Study Project Proposal* as needed. • Conference with teacher to discuss progress.	
5	• Begin researching references and resources on selected project topic. • Schedule interviews and observations if appropriate.	
6	• Continue project work. • Conference with teacher (and mentor) to report progress.	
7	• Continue project work.	
8	• Continue project work. • Continue with teacher (and mentor) to report progress.	
9	• Continue project work.	

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Independent Study Project Calendar, cont'd.

SAMPLE

Week	Student Tasks	Due Date
10	• Submit an outline of the written report to your teacher. • Conference with teacher (and mentor) to report progress.	
11	• Continue work on written report.	
12	• Submit the draft of your written report. • Conference with teacher (and mentor) to report progress.	
13	• Make the necessary revisions to your written report.	
14	• Complete the written report and submit it to your teacher. • Schedule a date for the oral presentation to the review panel. • Begin work on your oral presentation. • Conference with teacher (and mentor) to report progress.	
15	• Submit an outline of your oral presentation to the teacher for approval. • Prepare presentation visuals (slides, photographs, posters, or other multi-media) for your presentation and obtain teacher approval. • Notify the review panel of the date for the oral presentation.	
16	• Submit required documents to the review panel at least one week prior to the oral presentation. • Practice oral presentation. • Conference with teacher (and mentor) to report progress.	
17	• Orally present independent study project to the review panel.	
18	• Submit all project documents to your teacher for final evaluation. • Participate in post-project conference with teacher.	

Note to the teacher: *This sample calendar is one approach to scheduling likely components of the independent study project over one semester. Local decisions resulting in additional, revised, or omitted components should be reflected in the localized calendar. Additionally, the calendar may be affected by alternative class schedules (i.e., block schedules, accelerated block schedules, trimester scheduling, etc.) in use on the local campus.*

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Sample Agenda for Meetings with Mentor and Interdisciplinary Team

Proposal Meeting for John Jones
Anytown High School
Home Economics Department, Rm. 210
January 27, 1999
3:30 p.m.

1. Welcome — Call meeting to order.
2. Review meeting objectives.
3. Report student progress (student reports progress on the independent study project).
4. Discuss plan of work (student discusses plan of action for accomplishing goals).
5. Discuss problems (discussion of any problems or issues that the student may be experiencing).
6. Review *Independent Study Project Calendar* (review to make sure that the target dates are approved and that the student is on task).
7. Address miscellaneous items.
8. Adjourn meeting.

The student or the home economics teacher should be the moderator, preferably the student. Members of the interdisciplinary team, including the mentor, need to provide feedback as needed. It is important that any meeting run smoothly and stay within allotted time frame.

Independent Study Project Proposal

SAMPLE

Name _____ Date _____

Project Title: _____

Brief Description: _____

_____

_____

Goal (what I expect to learn from this experience): _____

_____

_____

Project Objectives: _____

_____

_____

Plan of Action: What do you need to do to successfully complete this project? (List the steps you will take on the back of this sheet.)

References, Resources, and/or Equipment Required :

_____

_____

Mentor:

_____

Interdisciplinary Team Members:

_____

_____

_____

Using and Documenting References and Resources

It is important to keep accurate records of books, articles, videotapes, films, and other resources that are used as reference information during the independent study project. The following information may help you in locating and documenting reference materials.

How do I find resource information?

When beginning the search for information, it may be helpful to seek the assistance of the school librarian or the reference librarian at a public library. These professionals can direct you to specific references and also suggest additional ones that you may not be aware of. Some places to search for information related to your area of study include the following:

- computer databases
- encyclopedias
- *Reader's Guide to Periodical Literature*
- bibliographies at the back of books and at the end of journal and magazine articles

How do I document resources that I use?

Purchase a set of 5x8 ruled index cards for recording bibliographic information, notes from resources that you read, and notes from interviews, observations, etc. Take these cards to the library with you when you begin your search for information. These larger cards are particularly helpful in that they allow plenty of space for you to write.

Use a new card to record the bibliographic information for **each** resource and reference that you use, numbering each card. This includes printed material, video or audio tapes, Internet sources, interviews, observations, and business contacts. Write your notes on the 5x8 cards, writing the number of the reference in the upper right-hand corner of the card. This saves you time because you do not have to rewrite the bibliographic information each time you take notes or record information from a resource. Punch two holes at the bottom of each card so that you can file them in your three-ring binder. See *Using and Documenting References and Resources*, Appendix G, for further explanation and illustration.

(Author)
Johnson, Tamara

(Call number)
PS223
C34
P4

(Title)
Technology Today

(Publication information)
Massachusetts: Wadsworth, 1984

Book

(Author)
Dakota, Stanley

(Title)
"Merging Responsibilities"

(periodical title), (volume), (issue), (month and year), (page numbers of article)
Horizon 89.13 (April 1995): 22-34.

Article

SAMPLE

How do I use these resources?

- *Computer databases*: If you are not familiar with library and Internet searches, ask the librarian for assistance. Most generally, you can type in a key word or words, such as "child nutrition," and the computer will take you to sources or ask for a more specific term.
- *Reader's Guide to Periodical Literature*: These books are found in libraries; they are organized alphabetically by topic and bound by years. Ask the librarian for assistance if you have never used this reference before.
- *Encyclopedias:* The library should have sets of different encyclopedias in the reference or reserve section of the library. Information is organized alphabetically by topic or name.
- *Bibliographies*: Always read through the bibliography at the back of books and at the end of articles. You will find leads to additional information and resources on your topic.

When searching for relevant information in books, first read the table of contents and the index to see if the resource contains material that would be useful to you. If you use videotapes and films as resources, first view them in their entirety — taking notes of relevant information. Then, view them again and make note of any possible clips that might be appropriate for your end-of-course presentation.

How do I prepare the "Works Cited" to submit with my written report or documentation?

Consult your home economics teacher or your English teacher for instructions on the correct format for citing references that is used at your school. The following examples follow the Modern Language Association (MLA) style for "Works Cited."

- **Book**

  Compton, Joyce. *Living in Today's World*. New York: Parker, 1991.

- **Periodical**

  Kander, Thomas. "Pinching Pennies." *Journal of Economics* 34 (1997): 34-45.

- **Encyclopedia**

  Wilkie, Richard W. "Argentina." *The World Book Encyclopedia*. 1992 ed.

- **Interview**

  Hampton, Donald. "A Conversation with the CEO of Hampton Inc." Interview. By Winston Lance. *Business World* June 1985: 22-26.

  Lilie, Patricia. Personal Interview. 31 March. 1991.

  Louis, May. Telephone Interview. 22 Nov. 1993.

- **Electronic material**

  United States. Dept. of Health and Human Services. "Progress Towards the Treatment of AIDS." 1995. *National Trade Data Bank*. CD-ROM. U.S. Dept. of Commerce SilverPlatter: 1996.

- **Television, film, or recording**

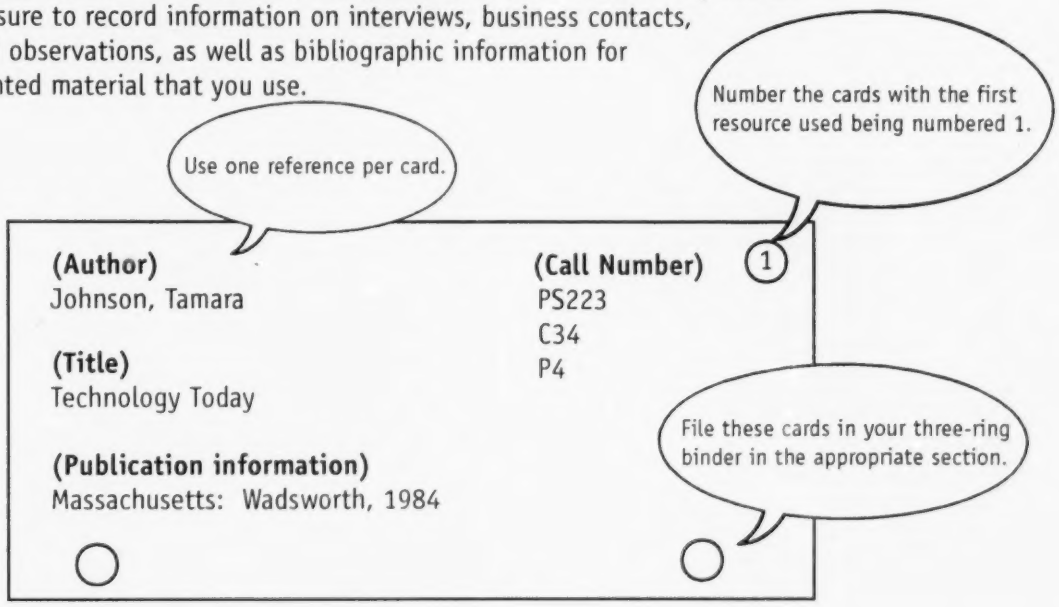
  "Washington." *Politics Today*. With Annette Shaw and Jeff Toby. WTV. 26 April 1992.

  The Road Home. Dir. Stan Evans. Winchester, 1988.

  Long, John. "Helping Hand." *The face of Charity*. Townsend, JC 23329, 1980.

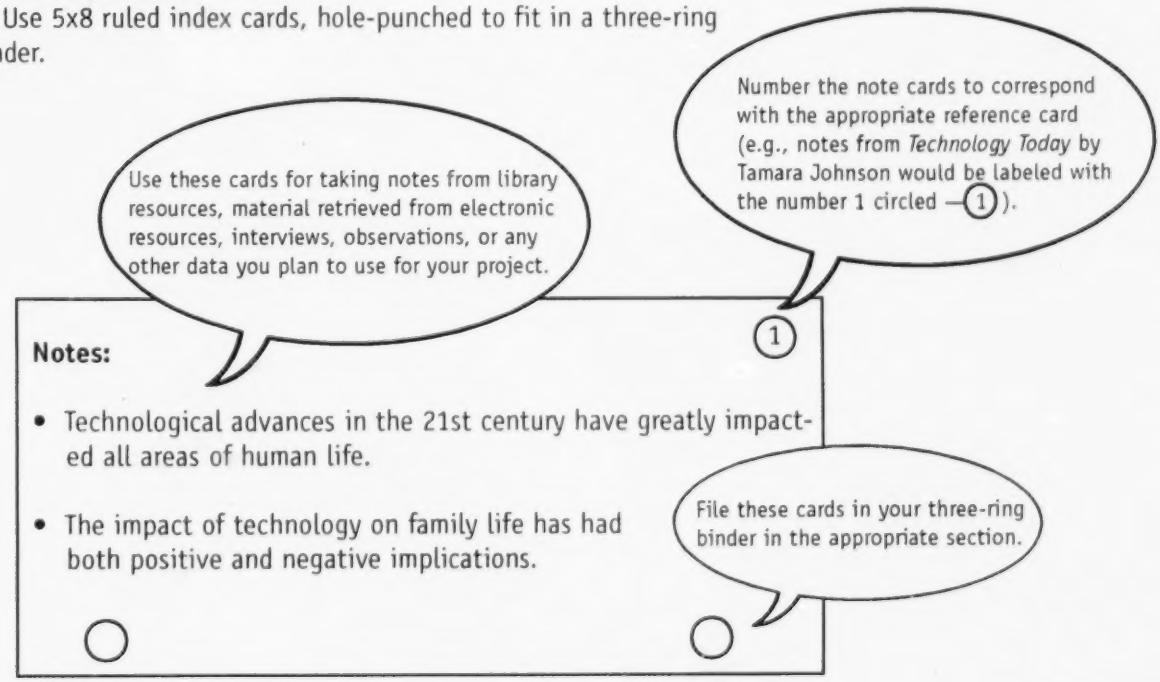
Recording Bibliographic Information

☞ Use 5x8 ruled index cards, hole-punched to fit in a three-ring binder. Be sure to record information on interviews, business contacts, and observations, as well as bibliographic information for printed material that you use.



Gathering Information

☞ Use 5x8 ruled index cards, hole-punched to fit in a three-ring binder.


Use these cards for taking notes from library resources, material retrieved from electronic resources, interviews, observations, or any other data you plan to use for your project.
Number the note cards to correspond with the appropriate reference card (e.g., notes from *Technology Today* by Tamara Johnson would be labeled with the number 1 circled —(1)).
Notes:
1
• Technological advances in the 21st century have greatly impacted all areas of human life.
• The impact of technology on family life has had both positive and negative implications.
File these cards in your three-ring binder in the appropriate section.

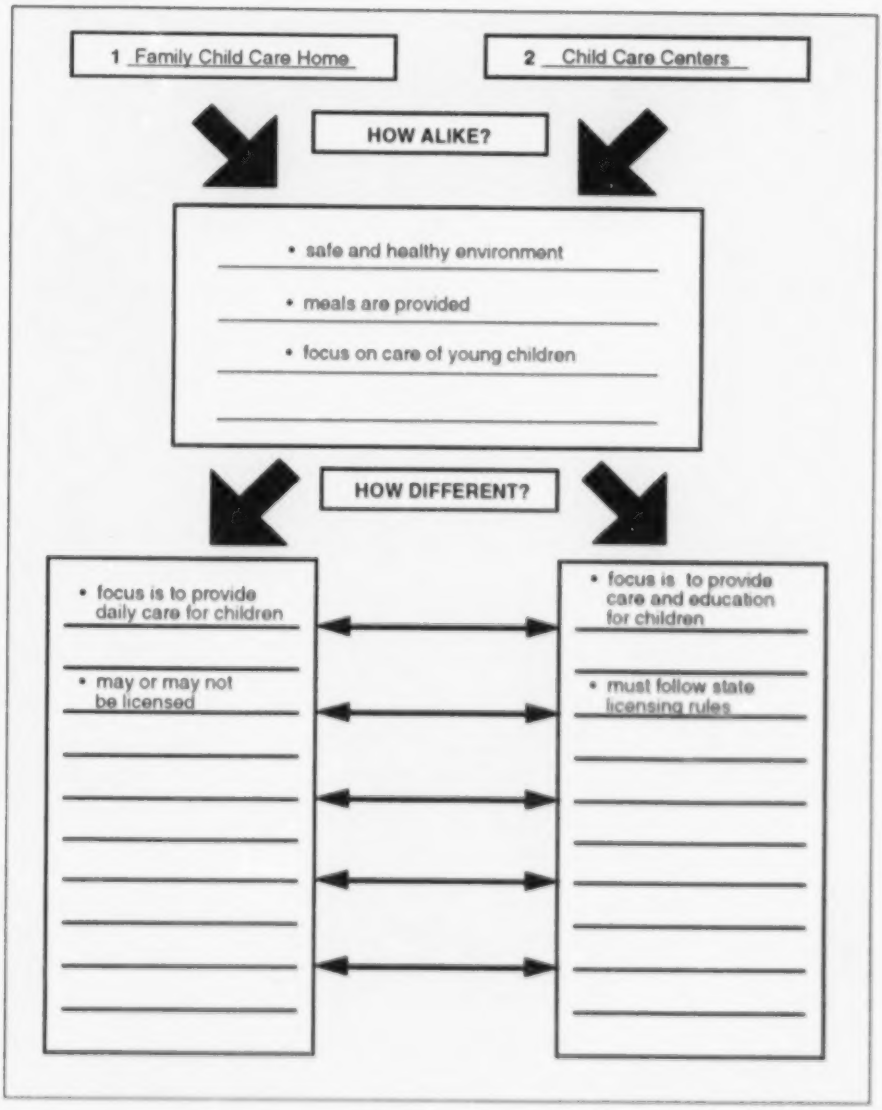
SAMPLE

Characteristics of Some Cultural Groups in Texas

	Norwegian	German	Vietnamese	Polish
Traditional Foods	Fish Lamb Rice Pudding	Pork Cabbage Spaetzle (dumplings)	Shrimp Rice Noodles Nuoc mam (fish sauce)	Sauerkraut Pierogi (dumplings) Potato Pancakes
Native Language				
Family Traditions				
Special Holiday Celebrations				

Matrix Diagram

Adapted from: *Organizing Thinking*, Midwest Publications, 1990


1 Family Child Care Home
2 Child Care Centers
HOW ALIKE?
• safe and healthy environment
• meals are provided
• focus on care of young children
HOW DIFFERENT?
• focus is to provide daily care for children
• may or may not be licensed
• focus is to provide care and education for children
• must follow state licensing rules

Compare and Contrast Diagram

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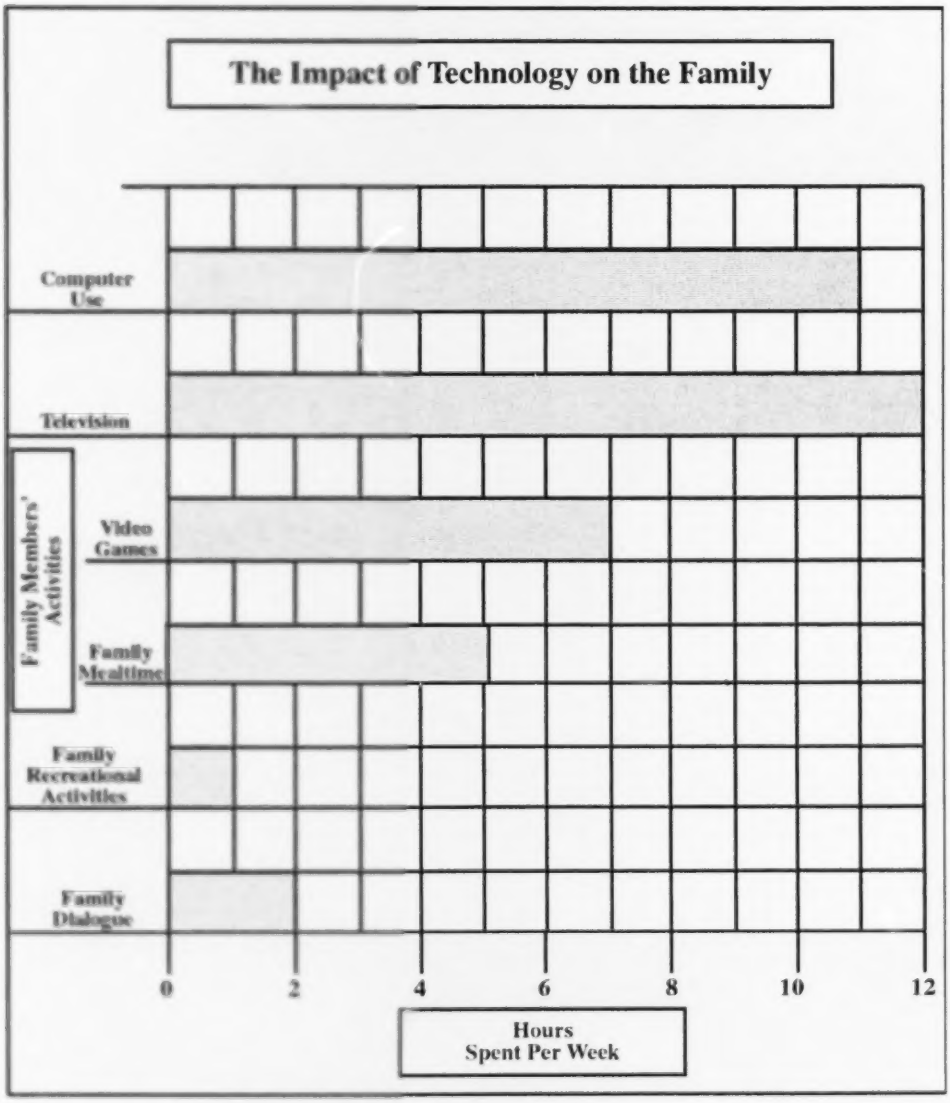
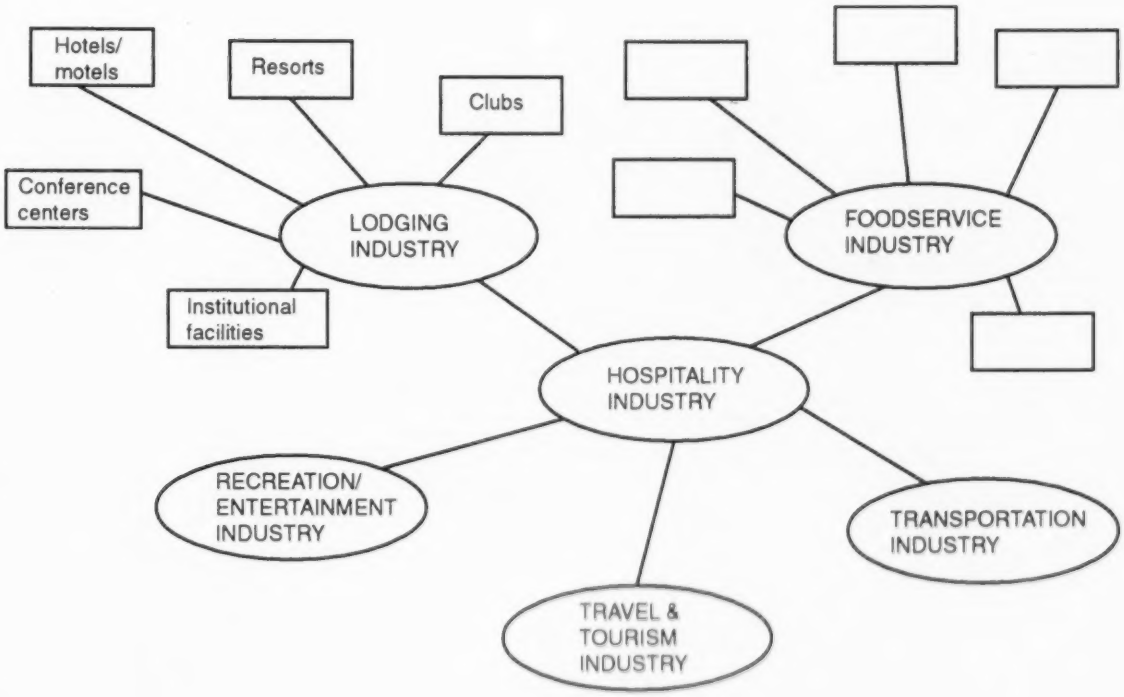
Adapted from: *Organizing Thinking*, Midwest Publications, 1990



Graph

Adapted from: *Organizing Thinking*, Midwest Publications, 1990



Web Diagram

Adapted from: *Organizing Thinking*, Midwest Publications, 1990

Presentation Strategies

The independent study project will be presented to a review panel and other groups as appropriate; using a variety of visual aids make a presentation interesting and exciting. Presentations accompanied by visual aids are more effective in helping audiences understand and retain the information presented.

Visual aids are usually categorized into two groups: projected and non-projected. Projected visual aids include films, videotapes, slides, film strips, computer graphics, opaque projections, and overhead transparencies. Non-projected visuals include pictures, posters, flip charts, flannel boards, object lessons, simulators, maps, audiotapes, bulletin boards, chalk boards, and marker boards.

In addition to the actual presentation, students may choose to develop a product as a culmination of their individual study. Examples of products that students might create include the following:

- a written and illustrated children's book about young children adjusting to a move to a new community
- a puppet show (puppets, script, and theater) that focuses on healthy snacks and meals for young children
- a brochure or flyer that focuses on nutrition labeling, credit card abuse, or new care labels for apparel
- a photo album that illustrates the principles of design or various types of architecture
- a slide presentation or video about effective money management, managing multiple roles, or families across the life span
- a newspaper story about the effects of stress on individuals and families or trends in interior design
- a skit or one-act play featuring environmental issues affecting housing or the impact of changing demographics on families
- a scaled model of a home that is designed for older adults or a playground designed for children with disabilities

Numerous references are available to help students in planning and preparing their oral presentation. Several resources for developing effective presentations include the following:

Garmston, R.J., & Wellman, B.M. (1992). *How to make presentations that teach and transform.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). ISBN 0-87120-199-2

Order from:
ASCD
1250 N. Pitt St.
Alexandria, VA 22314
(703) 549-9110

SAMPLE

Mapes, M.J. (1997). *Present yourself with confidence and impact.* (Handout from State Professional Development Conference for Home Economics Teachers 1997).

Pike, R.W. (1994). *Creative training techniques handbook. Tips, Topics, and how-to's for delivering effective training.* (2nd ed.) Minneapolis, MN: Lakewood Books. ISBN 0-943210-34-8

Order from:
Lakewood Books
50 South Ninth Street
Minneapolis, MN 55402
(612) 333-0471

Wilder, C. (1994). *The presentations kit — 10 steps for selling your ideas. Revised and updated edition.* New York: John Wiley and Sons, Inc. ISBN 0-471-31089-1

Independent Study Project Progress Report

Name _____ Date _____

Accomplishments during this project period:

1. _____
2. _____
3. _____
4. _____
5. _____

Problems encountered during this period:

_____

_____

_____

_____

Goals for the next two weeks:

1. _____
2. _____
3. _____
4. _____
5. _____

Additional comments or request for help from your teacher:

_____

_____

_____

_____

_____

SAMPLE

Independent Study Project Student Performance Review

PROJECT TITLE: _____ **DUE DATE:** _____

Name of Student: _____ Home Economics Teacher: _____

Mentor: _____ Title: _____

Directions: Rate the student on each skill/concept developed during this semester.

Knowledge and Skills	Exceeds Expectations	Meets Expectations	Improvement Needed	Comments
1A Select an independent study project consisting of a school-based learning activity that provides an in-depth study related to the home economics career concentration.				
1B Collaborate with an interdisciplinary team to develop specifications for the selected independent study project.				
1C Conduct the independent study project under the supervision of the teacher and a related industry mentor.				
1D Apply the scientific method of investigation.				
1E Utilize effective resource management to access, collect, and process data relevant to the independent study project.				
1F Apply statistical concepts to analyze data, evaluate results, and draw conclusions.				
1G Compile findings in a coherent and organized manner.				
2A Utilize communication and interpersonal skills to accomplish project goals.				
2B Demonstrate professional conduct in completing all aspects of the independent study project.				
2C Utilize a variety of resources, technology, and reporting formats to communicate the independent study project to a review panel to include professionals in the field of project focus.				

Exceeds Expectations

Level of accomplishments go well beyond expectations which are reasonable but demanding. Quantity and quality of output consistently exceeds expectations. Shows positive leadership and self-discipline.

Meets Expectations

Clearly meets the expectations of performance in carrying out the independent study project; effectively performs in a reliable and professional manner.

Improvement Needed

Demonstrates ability to complete most assignments, but needs further development and improvement to meet all performance expectations and standards. Meets requirements in some, but not all, major areas of responsibility.

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SAMPLE

Areas of Strengths: _____

_____

_____

_____

_____

_____

Areas for Development: _____

_____

_____

_____

_____

_____

Comments: (Please explain in detail any "improvement needed" rating.) _____

_____

_____

_____

_____

_____

Evaluator's Signature: _____

Date Discussed with Student: _____

I have read, discussed, and understand this performance review.

Student's Signature: _____

Independent Study Student Evaluation

Name _____ Date _____

Directions: Please respond to all of the following questions based on your experiences in the Independent Study course.

1. What did you intend to learn (your personal goals) from the independent study experience?

2. What did you learn from your experience with the Independent Study course?

3. How do you feel this experience will benefit you in the future (e.g., in your career, family life, college, etc.)?

4. What would you do differently if taking this course again?

5. What changes/improvements would you suggest to your teacher for future Independent Study courses?